Saskatchewan
Education

Into the Classroom:
A Review of *Directions* in Practice

Recycled Paper

May 1992

Into the Classroom:

A Review of *Directions* in Practice

Saskatchewan Education
May, 1992

Letter of Transmittal

May 22, 1992

Honourable Carol Teichrob
Minister of Education
Room 361
Legislative Buildings
Regina, Saskatchewan

Dear Mrs. Teichrob:

On behalf of the K-12 Education Program Policy Advisory Committee (EPPAC), we are pleased to submit for your consideration the *Directions* Review Report.

We want to thank members of the EPPAC Subcommittee for dedicating their time and expertise to carrying out the review and preparing this Report.

The K-12 Education Program Policy Advisory Committee (EPPAC) and its member organizations have approved the Report and are confident its recommendations provide an important framework for maintaining and building on the *Directions* initiative.

Yours sincerely,

Ken Krawetz
Co-Chair, EPPAC

George Georget
Co-Chair, EPPAC

Acknowledgements

The K-12 Education Program Policy Advisory Committee extends its thanks and appreciation to members of the *Directions* Review Sub-committee who carried out the review and prepared this report.

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In addition, the committee would also like to thank the classroom teachers, principals, directors, trustees, and executive and staff of the educational organizations who participated in the review by providing their comments and suggestions regarding *Directions* and its implementation. The committee would particularly like to thank the principals and teachers of the three schools who agreed to be interviewed by the Sub-committee. Their cooperation was greatly appreciated.

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Executive Summary

In the fall of 1991, a Subcommittee of the K-12 Education Program Policy Advisory Committee (EPPAC) was established to review the progress made to date in implementing the recommendations from *Directions*: *The Final Report* (1984), and to make recommendations for future directions.

Members of the Subcommittee met with over 500 representatives of the educational community to hear their views on the *Directions* implementation. In doing so, the Subcommittee found continued support for the underlying philosophy and goals of *Directions*. While recognizing that implementing change of such magnitude requires considerable time and resources, educators generally think we have made remarkable progress.

However, there are concerns that we may not be able to sustain implementation with current resources unless we renew the commitment and find creative ways to continue moving ahead. In addition, the *Directions* vision needs to be expanded to take into account the following new circumstances and issues of the 1990s:

- Children at risk
- Equality of opportunity and benefit
- Technology in education
- Public involvement
- Accountability
- Financial restraint

In light of the overall agreement within the educational community regarding the main concerns with *Directions* and its implementation, the Subcommittee made several conclusions about priorities for future action:

- **Implementation Phase of *Directions***

  The *Directions* initiative has moved into a new phase of implementation, and this creates pressure on people and resources at the local level. As it is now unfolding, the implementation process is seen by many teachers as not only stressful, but also incoherent and fragmented.

  There is a danger that unless these concerns are dealt with, implementation will not succeed as planned. A range of strategies needs to be examined to ensure, first of all, that as curricula and other initiatives are developed they can be implemented effectively and efficiently, and second, that support at the local level continues to be provided throughout the implementation stage.

- **Effective Change Process**

  The educational organizations need to consider what is known about effective change, and deliberately plan to build the capacity at the local level to manage complex change. Collaborative processes and leadership skills need to be developed within school divisions and schools to support ongoing improvement.

- **Changing Role of the School**

  There is considerable evidence that the role of schools is changing, quite dramatically in some situations. There are increasing and varied expectations for schools, and some schools have difficulty meeting the broader range of student needs. Many people in the educational community are concerned that these pressures will jeopardize educational reform. We must reexamine the role of the school and develop effective ways to provide varied services to children.

- **Parent and Community Involvement**

  Shared understandings and expectations about education have not developed among educators, parents and the public. Although educators generally encourage community involvement, a sense of partnership between schools and their communities has not always been established. The educational community has not been effective in extending collaboration to include the public at large. To maintain general support for education, we must find meaningful ways to involve the broad community.

- **Monitoring Ongoing Progress**

  The Subcommittee found its efforts to review *Directions* hampered by a lack of systematic and comprehensive information about the results of work to date, and about the implementation process itself. Therefore, the Subcommittee strongly recommends that a monitoring system be established to gather information, and that an ongoing planning cycle be developed to continuously update the vision and priorities of education.

In conclusion, although the Subcommittee heard many concerns and difficulties regarding the implementation of *Directions*, it found considerable good will, commitment and expertise among educators. The necessary skills and abilities to solve existing and future problems are already present among the educational community. We need only to plan effectively and mobilize people to work together to meet these challenges.

To begin this process, the Subcommittee makes the following specific recommendations:

Recommendations

1. Shared Vision and Goals for Education

1.1 The Education Program Policy Advisory Committee (EPPAC) should be charged with developing a renewed plan for K-12 education with the following components:

- Vision Statement
- Goals and Objectives
- Action Plan
- Communications Strategy

The activities that all of the organizations represented on EPPAC will undertake to achieve the shared goals and vision should be outlined in the plan. The proposed communications strategy should identify actions that the member organizations of EPPAC will implement to reinforce the plan and clarify directions and priorities for the educational community.

1.2 In order to develop and affirm the renewed vision and goals, the plan should include strategies for the broad participation of teachers, trustees, and the public at large.

1.3 The new circumstances and challenges that education is facing in the 1990s should be an integral part of the renewed plan for K-12 education. These include:

- Children "At Risk"
- Equality of Opportunity and Benefit
- Technology in Education
- Public Involvement
- Accountability
- Financial Restraint

1.4 The Education Program Policy Advisory Committee (EPPAC) should establish an ongoing process that enables all the organizations to renew the vision and goals.

1.5 The Terms of Reference for EPPAC should be reviewed by Saskatchewan Education to ensure that the Committee's mandate is consistent with the foregoing recommendation.

2. Curriculum and Instruction

2.1 The development of individual curricula in the various subject areas should consider ways to assist teachers in integrating the proposed changes into actual classroom practice. Saskatchewan Education should consider the following support strategies:

- Provide teachers and schools with a curriculum management model that shows how themes, scope and sequence, and resource materials can be integrated across areas of study and grade levels.

- Develop ways to make the curriculum more usable for teachers by using a common format for documents and providing outlines or summaries of key concepts and objectives to be taught.

2.2 To support the integration of curriculum changes, Saskatchewan Education should consider the establishment of program advisory committees at the elementary, middle and secondary levels. These committees could include the chairs of existing K-12 curriculum advisory committees and should draw on existing models developed locally by teachers to provide various support strategies.

2.3 Saskatchewan Education should examine strategies to maintain Core Curriculum development with fewer financial resources. The possibility of adapting high quality curricula developed in other provinces and jurisdictions or at the local level should be thoroughly investigated. If this strategy is implemented, the pilot phase of curriculum development should be maintained, if not strengthened, to ensure that imported or local programs fit the Saskatchewan provincial context.

2.4 In light of the findings from this review, approaches to teacher inservice should be reassessed. Teachers should be involved in developing inservice plans that enhance their role as instructional leaders, and take into account their need for personal renewal. Opportunities for teachers to share their practices with others and to learn as they implement new programs are critical. School divisions and teachers in partnership should develop strategies to provide this support.

2.5 Saskatchewan Education should make greater efforts to identify key resources for teachers, particularly resources that can be used to meet a range of learning objectives. The concept of resource-based learning, as making use of a broad range of potential learning resources beyond print materials, should be reinforced. For example, people and resource materials in the community could be utilized more fully, as well as automated data bases and other computer technology.

2.6 Saskatchewan Education should identify the costs associated with implementing new curricula and ensure that these additional requirements are manageable for school divisions.

2.7 The educational organizations should examine alternative approaches to school day/year structures. The review should consider the implications for students and families, the utilization of school facilities, and the need to provide time for teachers to implement the new curricula. The SSTA has initiated a process to gather data on this topic.

2.8 The Educational Development Fund has had a very positive impact. It should be reaffirmed and acknowledged as an effective means of assisting schools in providing the resources necessary to implement new programs.

3. Leadership and Collaboration

3.1 Representatives of the major educational organizations should be brought together to examine and articulate the meaning of leadership and to renew their commitment to collaboration at all levels. Shared understandings of how the organizations work together need to be developed. Ways of extending these to the local level must be explored.

3.2 Every school division should have a plan for school improvement that involves teachers, parents, students, and the public in collaborative planning, goal-setting and problem-solving processes. Each school should have an improvement plan within the overall division plan. The key values and processes of school improvement plans would be common across the province, but specific goals, and implementation schedules and strategies would vary depending on local school, school division, and community priorities and strengths.

3.3 All of the organizations should cooperate to encourage and provide support for divisions and schools to develop and renew their improvement plans. For example, organizations might cooperate in developing models and providing inservice and skill training to enhance the ability of administrators to manage change.

3.4 The educational organizations should develop plans and strategies to increase opportunities and incentives for school divisions and schools to share plans and ideas regarding school improvement. These could include facilitating regional conferences and the development of regional networks or consortia between school divisions, schools and universities.

3.5 The support provided to schools and school divisions by the Saskatchewan School Improvement Program (SSIP) and by the three research units, Saskatchewan Educational Leadership Unit (SELU), Saskatchewan Professional Development Unit (SPDU), and Saskatchewan Instructional Development and Research Unit (SIDRU), has had a positive impact. The educational organizations should reaffirm the school improvement process modelled by SSIP, and build on and enhance the work of the three units.

4. The Role of the Teacher

4.1 All of the educational organizations should cooperate in developing a variety of mechanisms to assist teachers to network in order to enhance their professional role. These might include technological networks, teacher conferences focusing on instructional practices, booklets and newsletters written by teachers, and more extended use of STF subject councils.

4.2 The provincial organizations, school divisions, schools and individual teachers should explore various ways to support teachers in their role as instructional leaders, and students in their role as self-reliant learners. This might include greater involvement of teachers in the development of school goals and improvement plans, as well as more creative and effective use of personnel, delivery methods, technology and networks. Such strategies could increase opportunity and flexibility for teachers to individualize instruction, and actively engage students in relevant learning experiences.

5. Meeting the Needs of Children

5.1 The government should proceed as quickly as possible to initiate pilot projects at the school level to deliver integrated services to children. An Interagency Committee and local community action teams should be established to implement the pilots and evaluate their results for potential application on a province-wide basis.

5.2 The educational organizations should support the process initiated by the SSTA through the Role of the Schools Symposium. The SSTA is currently seeking responses to the five directions which emerged from the symposium. It is intended that the process will result in an emerging consensus about the future role of the school in relation to services for children and the learning needs of the community at large.

5.3 The Departments of Health, Social Services, Justice, and Education should undertake a joint review of their services to children and identify how their policies, programs and activities could be better integrated on a province-wide basis and at the local level. Integrated services for children with special learning needs should be part of this review.

5.4 The educational organizations and the Aboriginal community should jointly convene a forum to examine new directions for Aboriginal education. The forum should include heads of Aboriginal organizations, the chair of the Indian and Métis Education Advisory Committee and the heads of the educational organizations.

5.5 The educational organizations should review ways to encourage and support implementation of the Gender Equity Policy.

6. Parent and Community Involvement

6.1 All schools in the province should develop strategies to expand parent and community involvement in education as one of the key elements of their school improvement plans. These strategies could build on existing structures by more effectively involving parent groups, local boards and advisory councils.

6.2 Strategies to improve parent and community involvement should promote active participation in setting school goals, introducing program changes and enhancing learning activities for students at home, in the community and during school hours. Partnerships should be the guiding concept rather than public relations.

6.3 The educational organizations should develop jointly an ongoing strategy for public involvement which would provide for the following:

- the preparation of documents and other printed or audio visual materials to support new curricula and other initiatives. These documents would be for use by schools at the local level to communicate educational changes and involve parents and communities in the learning process of their children;

- the development of various strategies to support parent and community involvement at the local level, such as forums or "inservice" for parents on new educational developments; and

- the development of a regular process for discussing educational issues and the changes underway in Saskatchewan with major interest groups such as business and labour, social action groups and the media.

7. Monitoring Ongoing Progress

7.1 The development of a Saskatchewan Education Indicators Program should be given priority and implemented as soon as possible to track progress in achieving a renewed vision and goals for education.

7.2 School divisions should be encouraged and supported to develop their own local indicator systems which can provide consistent and valid feedback to schools and teachers. Saskatchewan Education should support pilot projects at the school division level as part of the provincial education indicators initiative.

7.3 The educational organizations should develop strategies to communicate the results of monitoring and evaluation at all levels to parents and the wider community. An annual report could be used to highlight progress and to reinforce the goals which are guiding educational policies and programs in schools.

The *Directions* Review Process

Background

In December of 1991, in response to a request from the major educational organizations, the Minister of Education asked the K-12 Education Program Policy Advisory Committee (EPPAC) to undertake a review of progress to date in implementing the recommendations from *Directions: The Final Report*.

A *Directions* Review Subcommittee of EPPAC was created to carry out the review. The Subcommittee was comprised of the following representatives from the major member organizations of EPPAC:

- Sam Robinson (chair) - College and Faculty of Education, Universities of Saskatchewan and Regina
- Craig Melvin - Saskatchewan School Trustees Association (SSTA)
- Harold Schultz - Saskatchewan Teachers' Federation (STF)
- Donna Krawetz - Saskatchewan Education
- Dave McCabe - League of Educational Administrators, Directors and Superintendents (LEADS)

The terms of reference for the Subcommittee outlined three objectives for the review:

- to review and assess progress to date made by the educational partners in implementing each of the 16 *Directions* recommendations;

- to identify areas where implementation has not fulfilled the original intentions of the *Directions* recommendations; and

- to recommend future directions and actions which should be implemented to achieve Saskatchewan's vision of education.

Early in its discussions, the Subcommittee agreed that future directions for action should be considered not only in regard to the original *Directions* recommendations, but also in response to subsequent societal changes and emerging issues of the 1990s. Therefore, rather than limit the review to the 16 specific *Directions* recommendations, the Subcommittee decided to examine progress in achieving the broader objectives for education which *Directions* had hoped to accomplish. Activities and programs implemented in response to specific *Directions* recommendations are identified in the attached appendix, *Directions Update*.

The Subcommittee developed a three-stage process to gather information from member organizations of EPPAC and from representatives of the educational community regarding the effectiveness of the *Directions* implementation.

First, members of the Subcommittee consulted with the executive and staff members of their organizations to gather opinions and recommendations. Next, Subcommittee members visited three schools, a rural K-12 school, an elementary school in a small city, and an urban high school, to hear the views of teachers. Finally, participants of the Time Out Conference held in Saskatoon on March 13 and 14, 1992, were asked to respond to questions regarding the key issues and to recommend future action.

In all, over 500 people were involved during the review process, including classroom teachers, principals, directors, trustees, and executive and staff of the major educational organizations.

The Subcommittee fully realizes the limits of this consultation process. The findings are not intended to provide a comprehensive picture of education in Saskatchewan in the 1990s, but rather to capture a snapshot of the system as viewed by the educational community today.

Schools As the Focus of Change

During the review, it soon became apparent that the *Directions* implementation has entered another phase. Many of the concerns heard during the consultations related to the role of schools in change, and to the range of resources and support schools need to implement the *Directions* initiatives. To date, much of the attention has been focused at the provincial level, and on curriculum development in particular. Increased attention now needs to be given to the local level, and to strengthening the ability of divisions, schools and teachers to implement change in the classroom.

In order to identify action needed to support Saskatchewan schools in change, the Subcommittee decided to examine how school reform occurs and found the Saskatchewan School Improvement Program (SSIP) model to be a useful reference point. Based on the school improvement research, the model identifies key areas or qualities at the classroom, school, and system level which are necessary for school success. As illustrated in the Saskatchewan school improvement model on page 11, success at the school level is related to a number of specific qualities.[1]

Successful schools are characterized by a shared vision which is reflected in a commitment to fundamental principles and clear school goals by teachers, students, and administrators alike. Accepted norms of behavior are widely understood, and there is high involvement in joint planning.

Curriculum in these schools is planned to meet school goals as well as the needs of individual students, and there is school-wide commitment to instructional improvement. Instruction has a student focus and student learning is facilitated through adjustments to curriculum, instruction and the learning environment. There are clear instructional goals and high expectations.

[1] Saskatchewan School Improvement Program, Saskatchewan Education, 1987.

The principal and teachers in effective schools exhibit leadership qualities through high standards and personal expertise, and by engaging in collaborative planning, goal-setting, and problem-solving. Professional development plans are developed by the school staff as a group, and take into consideration overall school goals as well as individual professional growth. The staff accepts group responsibility for school improvement, and plans accordingly.

The support and involvement of parents and the wider community are vital to achieving school improvement. Open and frequent communication regarding school goals, programs, and activities improve awareness and enhance support. Ongoing monitoring and evaluation determine if student and school goals are being met, and provide a basis for continued improvement. Meaningful feedback is provided to everyone involved in a systematic way. Evaluation in successful schools is a cooperative endeavour, based on clear goals and shared expectations.

We know from the research that these qualities, combined with a positive and caring school environment and the active support of the school division, enable schools to more consistently achieve school and system goals.

These qualities or key elements of successful schools are complex and interrelated, but they must be attended to if schools are to effectively implement change. It became apparent during the *Directions* review that while an increasing number of Saskatchewan schools exhibit many of these qualities, others do not.

The Subcommittee kept this model of school improvement in mind when preparing its report. The recommendations are intended to improve support for educational change in our schools and highlight what action needs to be taken in each of these areas. This report is not an end; it is an essential first step to maintaining and building on the *Directions* initiative.

School Improvement Model

School Level

1. Shared Vision and Goals for Education

In 1984, the *Directions* Report proposed a new set of educational goals for Saskatchewan and a series of recommendations intended to improve K-12 programs. In doing so, *Directions* has served as a vision and a long range plan of action to guide improvements at both the provincial and local levels.

A key question which the Subcommittee identified as central to this review concerns the ongoing relevance of the *Directions* goals and recommendations as the guiding framework for future developments in education. The Subcommittee sought input about the fundamental principles within *Directions* that should be reaffirmed and those that need to be revisited in light of the changing circumstances which schools will face in the 1990s.

In attempting to answer this question, the Subcommittee drew upon the principles which appeared to be central to educators' descriptions about what they are trying to achieve and their suggestions about how this work could be facilitated. While those consulted expressed their views in a variety of ways, the Subcommittee concluded that some common underlying principles and themes were evident.

First, in considering those aspects of *Directions* that should be reaffirmed, the Subcommittee found that a number of central principles, which are at the heart of *Directions*, continue to be widely supported by the educational community. The following represents the Subcommittee's synthesis of these principles:

- **Education as the Foundation of Lifelong Learning**

  Education should provide students with knowledge and skills to function effectively as lifelong learners in a changing complex, pluralistic society. The content and process of school programs should enable students to develop the intellectual, social and personal capabilities they need to become informed citizens who can think, communicate and cooperate with others.

- **Commitment to Meeting the Needs of Each Child**

  Education should aim to develop the full potential of each child. Students in the classroom should be respected as individuals who learn in different ways and who need different kinds of support to succeed in school.

- **Shared Responsibility with the Home and the Community**

  Developing the full potential of each child is a responsibility shared by the school, the home, the church and the community, including other government and non-government organizations providing services for children. Everyone concerned with the well-being of children should work together in a mutually supportive way.

- **Implementing Effective Change in Education**

  Efforts to make improvements in education should reflect the best that is known about successful implementation of innovations. Reforms should be introduced in ways that ensure real change occurs in all schools and classrooms.

Directions and the many initiatives ensuing from the Report have given education in Saskatchewan a basic unity of purpose which is reflected by the above principles. Notwithstanding this basic unity, the Subcommittee also found that many of those who were consulted had limited or no awareness of an overarching "vision" of education for the province. It was noted by some that little has been done since 1984 to profile and reinforce fundamental principles or goals from *Directions* so that they remain in the forefront. The development and maintainence of a consensus regarding the vision and goals for education requires the educational community and the wider public to share ideas and listen to each other on a regular basis.

New Circumstances and Challenges

The lack of attention which has been paid to articulating and communicating a clear sense of direction and goals on an ongoing basis is a significant concern to the educational partners. To many, vision and goals in Saskatchewan education are static concepts which have diminished value to inspire, empower and lead to innovative action. There is concern that changing ideas and values, as well as new circumstances in the 1990s, must be incorporated by renewing, and, if necessary, refocusing aspects of *Directions* to meet future needs.

The Subcommittee found that the following developments in particular are leading educators to consider new goals and strategies for change:

- **Children "At Risk"**

  Schools are dealing with an increasingly diverse student population, with more students than in the past at risk of not learning due to a range of behaviourial, social or economic problems. As will be discussed later in this report, *Directions* did propose interagency coordination to improve support for children. However, little progress appears to have been made in this direction and it is now questionable if better coordination on its own will be sufficient to address the challenges facing schools and students. Different approaches for delivering the array of services to children, approaches that reflect specific needs of individual communities, need to be explored. Restructuring of the role of schools should be examined in renewing a shared vision for education.

- **Equality of Opportunity and Benefit**

  Schools have taken many steps to fulfill the *Directions* commitment to meeting the needs of each student. During the 1990s educators will be further challenged to address inequalities which limit the results of schooling for some students. The different expectations and needs of urban and rural communities, and the implications for education, must be addressed. Saskatchewan's growing Aboriginal population and the aspiration of Aboriginal peoples to participate fully in their children's education will require new approaches and partnerships. There are greater expectations that education reflect gender equity beyond ensuring that overt discrimination is not practised. Finally, education for students with special learning needs will require greater attention to ensure that their experience in school results in the development of their full potential.

- **Technology in Education**

  The use of technology to achieve educational goals has not been well developed throughout Saskatchewan schools. Technological advances since *Directions*, and the need for all students to acquire "technological literacy", point to a greater emphasis on the use of technology as an instructional tool. There is a need to explore the role of technology and distance education in complementing the role of teachers and in enhancing the programs available to students.

- **Public Involvement**

  Many groups beyond the K-12 educational community have expectations about goals for education. Parents, business, postsecondary educators and other groups may not be aware of, or in agreement with, the goals which schools are now trying to achieve. Better ways must be found to involve these "stakeholders" in education so that a shared sense of ownership is developed.

- **Accountability**

  All public institutions are being called upon to demonstrate accountability for their efficiency and effectiveness in achieving results. Education is no exception and may in fact experience pressures greater than other public services with the growing importance of education to the province's social and economic development. The educational organizations should collaborate in developing appropriate ways to assess progress in attaining a shared vision and goals for education and reporting these results to the broader community.

- **Financial Restraint**

  Financial restraint is a fact of life for education and other public services. Goals for education and plans to achieve them cannot be based on an "add on" approach which assumes ever expanding resources. A range of strategies must be developed to sustain educational reform by focusing on priorities and finding ways to make the best possible use of all resources.

The Subcommittee believes that the factors outlined above represent an evolution, rather than a contradiction, of the basic principles from *Directions*. *Directions*, in today's context, can serve as a foundation for articulating a renewed vision which builds on the strengths of the past and anticipates the challenges of the future.

Recommendations

1. **The Education Program Policy Advisory Committee (EPPAC) should be charged with developing a renewed plan for K-12 education with the following components:**
   - **Vision Statement**
   - **Goals and Objectives**
   - **Action Plan**
   - **Communications Strategy**

   The activities that all of the organizations represented on EPPAC will undertake to achieve the shared goals and vision should be outlined in the plan. The proposed communications strategy should identify actions that the member organizations of EPPAC will implement to reinforce the plan and clarify directions and priorities for the educational community.

2. **In order to develop and affirm the renewed vision and goals, the plan should include strategies for the broad participation of teachers, trustees, and the public at large.**

3. **The new circumstances and challenges that education is facing in the 1990s should be an integral part of the renewed plan for K-12 education. These include:**

   - **Children "At Risk"**
   - **Equality of Opportunity and Benefit**
   - **Technology in Education**
   - **Public Involvement**
   - **Accountability**
   - **Financial Restraint**

4. **The Education Program Policy Advisory Committee (EPPAC) should establish an ongoing process that enables all the organizations to renew the vision and goals.**

5. **The Terms of Reference for EPPAC should be reviewed by Saskatchewan Education to ensure that the Committee's mandate is consistent with the foregoing recommendation.**

2. Curriculum and Instruction

Directions recommended that a Core Curriculum, based on a K-12 continuum, be developed to reflect the knowledge, skills and attitudes required by students and to assist teachers in improving instruction for all students. It was envisioned that the new curriculum would continue to encompass the traditional academic subjects, but would also include an expanded definition of basic skills, such as higher-order thinking skills, to better prepare students for the future. The framework for curriculum policy stressed the need to enhance flexibility to meet individual student needs and local community needs.

In 1987, a Core Curriculum policy was finalized with the following major components:

- Required Areas of Study - seven areas of study which have unique knowledge, skills and values essential for all students.

- Common Essential Learnings - six interrelated areas containing understandings, values, skills and processes that are considered important as foundations for learning in all school subjects.

- Adaptive Dimension - provision to make adjustments in approved educational programs to meet individual student learning needs.

- Locally Determined Options - provision for school divisions to gain time for local or community programs.

Directions also spoke to a number of factors which were seen as being essential to realizing the objectives of the new curriculum and ensuring successful implementation:

- A planned, cyclical model for curriculum development was proposed, encompassing design, implementation, maintenance and evaluation/needs assessment.

- A coordinated, cooperative approach for teacher inservice education was identified to shift efforts from sporadic "one shot" bursts to planned activities that reflect the real needs of teachers and schools.

- Collaborative planning at the local and provincial levels was emphasized to ensure a high degree of involvement by those who must implement change.

Since the Core Curriculum policy was finalized, the province has engaged in a massive effort to develop the new curriculum and several supporting initiatives. While development is underway in all of the Required Areas of Study, the following chart indicates those curricula and other initiatives which have been introduced in the past few years or will be available for implementation in the 1992-93 school year:

Saskatchewan Education Curriculum and Instruction Initiatives

Directions: The Final Report (1984)
Goals of Education and 16 Recommendations

||

Core Curriculum Policy 1987

||

Required Areas of Study

Common Essential Learnings
- Foundational Document (1988)

Adaptive Dimension
- Foundational Document (1992)

Locally Determined Options
- Policy (1990)
- Alternative Education Policy (1991)

Student Evaluation
- Foundational Document (1991)

Instructional Approaches
- Foundational Document (1991)

Resource-Based Learning
- Policy (1987)

Gender Equity
- Policy (1991)

Indian and Métis Education
- Policy (1989)

||

Core Curriculum Guides:
Standardization of Contents and Format (1991)

||

To Be Developed

- Elementary
  - Health
  - Physical Education
- Middle
  - Language Arts
  - Mathematics
  - Physical Education
  - Health 6
  - Guidance
- Secondary*
  - Language Arts 10-30
  - Mathematics 30 (A,B,C)
  - Arts Education
  - Band and Drama 10-30
  - Life Transitions 20, 30
  - Canadian Studies 30

Pilot

- Kindergarten
- Elementary
  - Social Studies
- Middle
  - Science 7-9
  - Arts Education 6-8
- Secondary*
  - Math 10, 20
  - Social Studies 20
  - History 20
  - Native Studies 30
  - Physical Education 20, 30
  - Wellness 10
  - Practical and Applied Arts
    - Information Processing 16-36
    - Entrepreneurship 30

Implementation

- Elementary
  - Language Arts
  - Math
  - Science
  - Arts Education
- Middle
  - Science 6
  - Social Studies
  - Arts Education 9
  - Health 7-9
- Secondary*
  - Science 10
  - Chemistry, Physics Biology 20, 30
  - Social Studies 10
  - History 10
  - Native Studies 10, 20
  - Practical and Applied Arts
    - Accounting 16-36
    - Cosmetology

Curriculum Evaluation

* The Secondary Level programs are under review.

The new curricula, foundational documents and supporting policies have been accompanied by various inservice programs to begin the implementation process at the division and school levels. The general approach for introducing new curricula and the foundational documents has been for Saskatchewan Education to train "leadership teams" from each division who then conduct inservice for local teachers. School divisions have a three-year window in which to implement new curricula.

In reviewing the activities now being undertaken to realize the *Directions* vision for curriculum and instruction, the Subcommittee found genuine enthusiasm and widespread support for the new programs and teaching strategies. For the most part, educators believe that the Core Curriculum and related initiatives are reflecting the spirit of *Directions* and are relevant to the learning needs of children. The work which has been produced to date is seen as being of high quality and exemplary in the field of education.

Notwithstanding this acceptance of the new curriculum and instructional strategies, the Subcommittee also heard serious concerns and problems with the implementation process. Teachers and schools reported that the process has been "too much, too fast", without the time and resources needed to handle the changes. As a result, teachers feel overwhelmed by the expectations being placed on them and frustrated that the benefits of the new curricula for students are not being fully realized.

The Subcommittee identified the following interrelated factors as the key causes of concerns about implementation at the local level:

- **Integration Into Classroom Practice**

  Teachers are challenged to integrate the new curricula and related initiatives into a coherent, organized set of learning activities for students. This requires developing new study units and planning across subject areas and grade levels, particularly at the elementary level. Teachers perceive that the way in which new curricula are being developed and introduced has not helped them in this process of translating the new guides into actual classroom practice. They have specifically identified the following as problematic:

  - While the new curriculum guides and foundational documents have been of high quality, teachers see them as separate or individual initiatives. The interrelationship between curricula in the various subject areas, and between curricula and the foundational documents, is not explicit or clear. The result is a sense of fragmentation and incoherence.

  - Curricula do not appear to have related themes across subject areas at the various grade levels. Teachers believe that a thematic approach to curriculum design would be a more effective and efficient way to support teaching and learning in the classroom.

- Teachers do not view the guides or documents as having a standard format or clear scope and sequence charts that can be easily applied and integrated at each grade level.

- Teachers do not understand the order in which new curricula and foundational documents are being developed and introduced. The sequence appears to them to be poorly planned and, at times, unpredictable. They are not sure if other foundational documents will be forthcoming or if the new curriculum will be implemented as scheduled.

- Curriculum implementation has not taken into account the time and support teachers need to integrate and assimilate new approaches into their practice. The introduction of one curriculum after another, along with new foundational documents, every year has been frustrating, especially at the elementary level.

- **Inservice and Support During Implementation**

Inservice education was identified in *Directions* as being critical to the successful implementation of curricula and the change process associated with new teaching and learning concepts.

The Subcommittee found that the success of inservice for teachers has varied greatly across the province and with the various curricula and foundational documents. Some teachers pointed out that the inservice provided by the department for division "leadership teams" may be substantially reduced, in time and content, when it is delivered at the school level. Others noted that the inservice should provide time for teachers as groups to develop the implementation strategies that they will use for their school.

Perhaps the most pressing need identified by teachers concerns support **after** the initial inservice and once implementation is in progress. It is at this point that teachers need support, as they practice new approaches and look for feedback. Many teachers spoke of the value of peer coaching and networking with other teachers for this purpose.

- **Resource-Based Learning**

The Subcommittee heard teachers describe resource-based learning as an important change in instructional practice, and an effective way to encourage independent learning. However, resource-based learning can be expensive to implement and maintain. Teachers are concerned about the cost burden being placed on school divisions as a result of increased use of a variety of learning resources. There is frustration with the lack of resources perceived as being necessary to implement curricula as planned. The Subcommittee noted that, for the most part, teachers spoke of resource-based learning in terms of using a range of print materials in the classroom.

The extensive bibliographies produced by the department to accompany new curricula were appreciated by teachers. However, in light of financial restraint, teachers want a clearer sense of recommended key resources out of the hundreds of possibilities. They are looking for direction to make the best use of very limited dollars; for example, some teachers suggested that the department should identify key resources that could be used in a number of subject areas instead of only one.

In reflecting on the experiences of teachers as related above, the Subcommittee thought it important to view the current situation within a longer range perspective. The province is in the midst of the peak years for introducing new curricula and foundational documents. During times of major change, a certain degree of frustration and stress is to be expected. Curriculum implementation inevitably will entail new pressures and demands. Nonetheless, the Subcommittee concluded that the level of stress schools and teachers are experiencing has become counterproductive to the change process.

This conclusion does not mean that the Core Curriculum should be indefinitely delayed or scaled back. In fact, many educators stressed the need to continue moving forward and to sustain the momentum. They noted that Core has been ten years in the making and will take at least another decade to be fully operational in schools. They question whether the process should be extended over an even longer period, considering that students need up-to-date programs which reflect best practice.

The Subcommittee believes that, particularly in schools where considerable change has been introduced in the past few years, teachers need time to consolidate. This consolidation should be accompanied by other changes that will facilitate a smoother and more effective implementation process over the longer term. Time and financial resources will continue to be concerns, but the Subcommittee believes that a range of suggestions can be implemented to make the most productive use of the resources, expertise and commitment that reside in every Saskatchewan school.

High School Program

The Subcommittee acknowledged that a high school review is underway which will examine concerns and issues in secondary education. However, there were concerns identified to the Subcommittee that are relevant to this review of *Directions*.

In addition to the impact of multiple social problems, high school teachers and students are experiencing a variety of pressures regarding the kinds of attributes students should have when they leave school. These pressures include meeting the entrance requirements of postsecondary institutions; acquiring the skills to meet the needs of the workplace; and meeting the expectation of parents and society that all students should leave high school with a grade 12 diploma. The increased utilization of locally-modified and locally-developed courses is indicative of how schools have responded to meeting diverse student needs, as well as the expectations of society.

With specific reference to curriculum and instruction, the Subcommittee found that Core is generally thought to have had limited impact on the school experience of secondary students. Teachers remarked on the small number of curricula that have been developed at this level. In addition, they had concerns about the integration of the foundational documents into existing high school programs and practice. For example, questions were raised about the implications of the adaptive dimension for student evaluation and the validity of marks awarded.

Recommendations

1. The development of individual curricula in the various subject areas should consider ways to assist teachers in integrating the proposed changes into actual classroom practice. Saskatchewan Education should consider the following support strategies:

    - Provide teachers and schools with a curriculum management model that shows how themes, scope and sequence, and resource materials can be integrated across areas of study and grade levels.

    - Develop ways to make the curriculum more usable for teachers by using a common format for documents and providing outlines or summaries of key concepts and objectives to be taught.

2. To support the integration of curriculum changes, Saskatchewan Education should consider the establishment of program advisory committees at the elementary, middle and secondary levels. These committees could include the chairs of existing K-12 curriculum advisory committees and should draw on existing models developed locally by teachers to provide various support strategies.

3. Saskatchewan Education should examine strategies to maintain Core Curriculum development with fewer financial resources. The possibility of adapting high quality curricula developed in other provinces and jurisdictions or at the local level should be thoroughly investigated. If this strategy is implemented, the pilot phase of curriculum development should be maintained, if not strengthened, to ensure that imported or local programs fit the Saskatchewan provincial context.

4. In light of the findings from this review, approaches to teacher inservice should be reassessed. Teachers should be involved in developing inservice plans that enhance their role as instructional leaders, and take into account their need for personal renewal. Opportunities for teachers to share their practices with others and to learn as they implement new programs are critical. School divisions and teachers in partnership should develop strategies to provide this support.

5. Saskatchewan Education should make greater efforts to identify key resources for teachers, particularly resources that can be used to meet a range of learning objectives. The concept of resource-based learning, as making use of a broad range of potential learning resources beyond print materials, should be reinforced. For example, people and resource materials in the community could be utilized more fully, as well as automated data bases and other computer technology.

6. Saskatchewan Education should identify the costs associated with implementing new curricula and ensure that these additional requirements are manageable for school divisions.

7. The educational organizations should examine alternative approaches to school day/year structures. The review should consider the implications for students and families, the utilization of school facilities, and the need to provide time for teachers to implement the new curricula. The SSTA has initiated a process to gather data on this topic.

8. The Educational Development Fund has had a very positive impact. It should be reaffirmed and acknowledged as an effective means of assisting schools in providing the resources necessary to implement new programs.

3. Leadership and Collaboration

Directions recognized that successful implementation of its wide-ranging recommendations would depend to a large extent on improved leadership and collaboration at all levels. It envisioned leaders as facilitators of change, involving the educational community in systematic and long-range planning.

At the provincial, division and school level, a collaborative approach was to be used for goal-setting, decision-making, and problem-solving. Effective leaders were to provide for a high degree of participation and input, increasing awareness of and commitment to long-term goals. Each change was to be understood as part of a larger plan for school improvement.

The school-based model of change proposed in *Directions* necessitated a school environment characterized by open and frequent communication between teachers, parents, local administrators, and trustees. It required an environment that encourages risk-taking and innovation, where people feel free to share their successes and failures.

During its consultations, the Subcommittee heard evidence that the degree of leadership and collaboration provided at all levels during implementation of *Directions* has been inconsistent across the province.

At the provincial level, there remains an overall commitment to collaboration among the educational partners. Structures have been established to provide forums for interagency planning and cooperation. For example, K-12 curriculum advisory committees have been established in each area of study, and the K-12/Postsecondary Articulation Committee allows K-12 and postsecondary educators to review issues of mutual concern. The K-12 Education Program Policy Advisory Committee (EPPAC) provides a forum for discussion of broader program and policy issues.

However, the Subcommittee heard concerns about the continued effectiveness of collaboration during the implementation stage. Varied understandings of collaboration have evolved over time among members of organizations. Although consensus was relatively easy to achieve during the 1980s, there is concern it may not be always possible during the financial restraint of the 1990s. The organizations need to examine their expecations about collaboration. In particular, they need to foster a spirit of healthy debate and inquiry in resolving issues.

At the local level, understanding of the leadership role and what is needed to manage change has been enhanced, and there are signs that directors and principals are putting the *Directions* model into practice. A number of programs have helped to support this process. For example, the Saskatchewan School Improvement Program (SSIP), developed in 1985-86, is an inservice education program that assists school staff to implement change. It promotes teamwork, collaborative goal-setting and problem-solving. The Subcommittee heard from people who think schools that have been involved in SSIP or similar programs demonstrate greater ability to successfully implement school-based change.

The Saskatchewan Educational Leadership Unit (SELU), established within the College of Education, University of Saskatchewan, develops and delivers programs to enhance leadership skills at all levels of the educational system. The Saskatchewan School Improvement Program (SSIP) is also now delivered through SELU. An Administrative Leadership Development Program for in-school administrators is offered by the STF.

In spite of the benefits of these programs, the concerns regarding curriculum implementation that teachers identified during the review indicate a continued need to strengthen leadership skills at the local level. It is particularly important that directors and principals provide a sense of coherent direction and meaning to the many changes impacting on schools. They can do this by involving all stakeholders in setting goals and developing plans for implementation at the school level. They can promote a shared understanding of the overall task and maintain commitment by continually helping to refocus on the end result of change.

Research indicates that effective leaders see the school as a whole and assume improvement in instruction to be a school rather than an individual undertaking. They work toward increased communication across classrooms, schools and school divisions. The implementation of change is enhanced through the interaction of teachers, schools and educational systems. An effective way to promote interaction is the development of partnerships or consortia between schools, school divisions, and universities, which focus on particular aspects of educational improvement. Such arrangements, based on voluntary, cooperative action, can focus on instructional improvement, the professional development of teachers, and the development of leadership skills such as coaching, mentoring, and collaborative problem-solving.[2]

In Saskatchewan, promoting such relationships would enable teachers and schools to share ideas and resources, and learn from each other. The three research units, Saskatchewan Educational Leadership Unit (SELU), Saskatchewan Instructional Development and Research Unit (SIDRU), and Saskatchewan Professional Development Unit (SPDU) could be involved in such partnerships, or could serve as brokers to establish partnerships between school divisions which have similar concerns and priorities.

During the review it became apparent that many schools are not aware of what other schools are doing to implement *Directions* and manage change. A collaborative community among schools, as well as within schools, has not emerged across the province. We need to explore a variety of ways to build leadership skills at all levels, and to support schools in managing change. A collaborative approach that enhances professional growth and nurtures change must become intrinsic to how people work together in all Saskatchewan schools.

[2] Fullan, M. (1991). *The New Meaning of Educational Change*. The Institute for Studies in Education, Teachers College Press, Columbia University.

Recommendations

1. Representatives of the major educational organizations should be brought together to examine and articulate the meaning of leadership and to renew their commitment to collaboration at all levels. Shared understandings of how the organizations work together need to be developed. Ways of extending these to the local level must be explored.

2. Every school division should have a plan for school improvement that involves teachers, parents, students, and the public in collaborative planning, goal-setting and problem-solving processes. Each school should have an improvement plan within the overall division plan. The key values and processes of school improvement plans would be common across the province, but specific goals, and implementation schedules and strategies would vary depending on local school, school division, and community priorities and strengths.

3. All of the organizations should cooperate to encourage and provide support for divisions and schools to develop and renew their improvement plans. For example, organizations might cooperate in developing models and providing inservice and skill training to enhance the ability of administrators to manage change.

4. The educational organizations should develop plans and strategies to increase opportunities and incentives for school divisions and schools to share plans and ideas regarding school improvement. These could include facilitating regional conferences and the development of regional network or consortia between school divisions, schools and universities.

5. The support provided to schools and school divisions by the Saskatchewan School Improvement Program (SSIP) and by the three research units, Saskatchewan Educational Leadership Unit (SELU), Saskatchewan Professional Development Unit (SPDU), and Saskatchewan Instructional Development and Research Unit (SIDRU) has had a positive impact. The educational organizations should reaffirm the school improvement process modelled by SSIP, and build on and enhance the work of the three units.

4. The Role of the Teacher

If the school is the centre of change, the teacher is at the centre of implementation, for it is teachers in the classroom who must implement new curricula and instructional practices. Since the *Directions* recommendations proposed significant changes to curriculum and instruction, the Subcommittee decided its review would not be complete without specific consideration of the role of the teacher.

Implementation of educational innovation requires changes in the thinking and behavior of both teachers and students. With the implementation of Core Curriculum, teachers are becoming facilitators of learning rather than disseminators of knowledge. As they empower students to become more self-reliant learners, their relationship with students changes. Learning is an interactive process, with both teachers and students actively engaged in the learning process.

Assisting students to understand how the changes relate to their own learning increases their motivation to become involved in implementation activities. Teachers have a responsibility to motivate and engage students, and students have a responsibility to assume an active role in shaping their own education. These changing roles require new expectations, skills and understandings of both students and teachers.

As implementation of *Directions* moves into the classroom, teachers need different kinds of support. The focus needs to shift from developing curriculum to enhancing the ability of teachers to implement effectively. The role of instructional leader in schools is not limited to the principal, but should be extended to include teachers. Saskatchewan teachers are highly professional, with the knowledge and skills to play a leading role in both school and curriculum reform.

To assume this role effectively, teachers need to be involved in developing the school division's goals for improvement, and to participate in collaborative planning and goal-setting for their school. They must be involved in developing a school-based staff development plan that takes into account individual professional goals as well as overall school and division goals and priorities.

The Subcommittee heard from teachers who were uncertain of their division or school goals for improvement, and unaware of the fit between specific inservice sessions and broader plans for implementing the *Directions* initiatives. The resulting sense of fragmentation weakened teachers' commitment to change and detracted from their ability to lead instructional improvements.

Research has shown a strong correlation between successful implementation and the quality of working relationships among teachers. Successful schools are characterized by collegiality, open communication and trust among staff. Teachers learn on the job, and support and help each other in their learning. When teachers as a group assume responsibility for the improvement of teaching and learning in their school, morale and job satisfaction are increased, and stress is reduced.

We need to find ways to strengthen these qualities in Saskatchewan schools and school divisions. Specifically, teachers need time to plan and integrate changes in instruction, and to reflect on their practice. They need opportunities to share ideas about their work with other teachers and professional staff.

Teachers who met with the Subcommittee spoke favourably of peer coaching, and the chance it provided for them to observe each other teaching and to discuss instruction in concrete ways. This helped to clarify their understanding of their practices. Teachers emphasized the effectiveness of researching, planning and preparing teaching materials together. Those who had the opportunity to develop integrated units and share resources with others were more confident of their ability to manage change.

The Subcommittee concluded that school divisions have not been entirely effective in involving teachers in the development of school goals and plans for improvement. The skills and opportunities of teachers to engage in activities such as "networking" and peer coaching must be increased. New structures and processes need to be developed to enhance the role of teachers as instructional leaders. The role of the Saskatchewan Professional Development Unit (SPDU) and the Saskatchewan Instructional Development and Research Unit (SIDRU) in developing skills at the division and school level should be enhanced.

Recommendations

1. All of the educational organizations should cooperate in developing a variety of mechanisms to assist teachers to network in order to enhance their professional role. These might include technological networks, teacher conferences focusing on instructional practices, booklets and newsletters written by teachers, and more extended use of STF subject councils.

2. The provincial organizations, school divisions, schools and individual teachers should explore various ways to support teachers in their role as instructional leaders, and students in their role as self-reliant learners. This might include greater involvement of teachers in the development of school goals and improvement plans, as well as more creative and effective use of personnel, delivery methods, technology and networks. Such strategies could increase opportunity and flexibility for teachers to individualize instruction, and actively engage students in relevant learning experiences.

5. Meeting the Needs of Children

To achieve the goal of ensuring that all Saskatchewan children develop and learn to their fullest potential, *Directions* envisioned parents, communities and other services deliverers working together with educators to provide the necessary support.

The Role of the School

The *Directions* Report identified a clear need for support services to be organized and coordinated at the local level in order for this partnership to occur. Schools and classroom teachers were described at the time as playing the role of coordinator and provider of services, a prohibitive task beyond their expected role.

In responding to the needs identified for improvements in support services, *Directions* outlined the following areas where provision should be made:

- reduction of time pressures on teachers,
- identification of existing support services,
- publicizing of existing support services,
- elimination of rural/urban differences in availability of support services,
- permitting of service workers to cross organizational boundaries in the delivery of support services, and
- creation of support services needed by local communities.

It was recommended that the Ministers of Education, Social Services and Health collaborate to establish mechanisms for the coordination of their services at the local level.

Throughout its consultations, the Subcommittee found that the improvements called for in the *Directions* Report have not taken place. The issue of support services for children has become even more pressing for educators than in 1984 with an increasingly diverse and "at risk" student population. Teachers described a widening range of behaviours and family circumstances of children in the classroom and explained the professional and personal frustration they experience in endeavouring to see each individual learn.

To many educators the broadening range of children's needs is a critical change that cannot be isolated from the total array of expectations now being placed on schools. The extensive reform in curriculum that schools have begun to implement has involved its own set of challenges which, as discussed earlier, are stretching the creativity, expertise and resources of the education system.

Educators recognize that they cannot choose to ignore the different needs that children bring to the classroom. However, they are seriously questioning whether schools can sustain a massive effort to change educational programs and, at the same time, take on an expanding social support function.

Schools have responded to these growing pressures in a variety of ways, from seeking out volunteers to provide feeding programs for hungry children, to hiring community liaison workers, to attempting to have professionals from other service agencies work in the school. While there have been many successes where schools and communities have been able to improve support services through cooperation, educators believe far more must be done, provincially and locally, to sort out responsibilities and provide the necessary support for children.

These issues were the focus of the Role of the Schools Symposium, which occurred when the Subcommittee was undertaking its consultations. The Symposium, organized by the Saskatchewan School Trustees Association, brought together the educational community and several other agencies or departments with an interest in services to children to examine the expanding role of the school and to develop shared understandings about the future.

Five suggested directions for the future role of schools emerged from the Symposium:

- The school program should focus on an integrated approach to core learnings.
- Schools should function as community learning organizations.
- Youth services should be delivered through an integrated agency and community-based approach.
- Schools should be utilized as community facilities.
- Communities should employ a variety of professional and support staff to work in schools.

The Subcommittee's consultations with teachers and educational organizations resulted in similar findings and suggestions. This conclusion is not meant to imply that there is agreement about the evolving role of education in our communities. Suggestions range from proposals to transform school boards into new multiservice delivery agencies to less comprehensive changes that would maintain traditional roles augmented by improved working relationships among agencies with responsibilities for children.

While the Subcommittee cannot recommend a specific approach or model, it can underline the growing sense of urgency among educators that action be taken to improve the shared capacities of communities to respond to children's needs. Dialogue, leadership and new solutions are needed at all levels to focus resources and energy so that all children can learn in school.

Equality of Opportunity and Benefit

As discussed earlier, educators are being challenged to meet the needs of all children, beyond only ensuring equality of opportunity. Schools must now demonstrate that they are also working towards equality of outcome or benefit for everyone.

The Subcommittee heard particular concerns about the responsiveness of the education system to the needs of three groups: Aboriginal students, girls, and students with special learning needs. Each of these groups has unique needs which are addressed by policies such as the K-12 Indian and Métis Education Policy, the Gender Equity Policy, the Locally Developed Alternative Education Policy. In addition, several programs are in place to support schools in meeting the needs of Aboriginal children and those with special learning requirements.

The Subcommittee believes that renewed efforts to improve equality of outcomes for these students are needed. A focus on **partnerships** with others may be the most effective way to achieve results. Other organizations and departments have a shared interest with education and can assist in removing barriers that prevent children from realizing full benefits from the education system.

Recommendations

1. The government should proceed as quickly as possible to initiate pilot projects at the school level to deliver integrated services to children. An Interagency Committee and local community action teams should be established to implement the pilots and evaluate their results for potential application on a province-wide basis.

2. The educational organizations should support the process initiated by the SSTA through the Role of the Schools Symposium. The SSTA is currently seeking responses to the five directions which emerged from the symposium. It is intended that the process will result in an emerging consensus about the future role of the school in relation to services for children and the learning needs of the community at large.

3. The Departments of Health, Social Services, Justice and Education should undertake a joint review of their services to children and identify how their policies, programs and activities could be better integrated on a province-wide basis and at the local level. Integrated services for children with special learning needs should be part of this review.

4. The educational organizations and the Aboriginal community should jointly convene a forum to examine new directions for Aboriginal education. The forum should include heads of Aboriginal organizations, the chair of the Indian and Métis Education Advisory Committee and the heads of the educational organizations.

5. The educational organizations should review ways to encourage and support implementation of the Gender Equity Policy.

6. Parent and Community Involvement

The *Directions* exercise addressed parent and community involvement in two ways:

- An extensive public consultation process was undertaken to develop the Report. Questionnaires, public meetings, written briefs and open-line radio programs were among the methods used to solicit views from thousands of Saskatchewan parents and citizens. While the authors of *Directions* did not claim to represent every point of view, they were satisfied that their findings reflected the diversity of opinion in the province.

- The role of parents and the community in education was highlighted within the Report. Parents in particular were identified as wanting to become more involved in schools and as having a vital role in the functioning of the school. *Directions* did not make specific recommendations about parent and community involvement, but clearly acknowledged its importance.

In its consultations, the Subcommittee found that parent and community involvement is both a source of strength and a point of frustration for teachers and schools. For the most part, educators report that they encourage involvement in a variety of ways and that day-to-day, one-on-one relations with parents and parent groups are positive. However, there is increasing concern that parents, communities and schools may not be working together from a basis of shared understandings and expectations. The participation of parent groups and associations needs to be more strongly encouraged.

Many of the concerns which the Subcommittee heard are related to the implementation of change in schools, such as the introduction of new curricula and teaching methods. A further influence is the changes which families and communities are experiencing. The following outlines the major issues raised by educators:

- Parents and the public at large appear to have limited awareness about the changes which are now underway in Saskatchewan schools. This includes lack of knowledge about educational reform, as well as the expanding role of schools in meeting student needs.

- Teachers believe that they often bear the brunt of explaining changes in education to parents and defending policy or program changes over which they have little control. For example, the move away from using a single textbook approach and the introduction of new report cards were cited as instances where teachers felt they had to deal on their own with parents' concerns. Parent representatives consulted during this review pointed out that they also seem to have little control over changes in schools and are not involved until after decisions are made.

- Parents and the public at large are critical of teacher inservice days and the time that children are out of class for this purpose. The relationship between inservice days and the changes that are now being introduced in education is not well understood by the public.

- Educators are coping with a broad range of diverse views about the purposes of schooling and the results that are being achieved within schools. They must deal with ongoing criticism from various groups who expect schools to respond to their specific interests.

- Families and communities are under increasing stress due to social and economic changes which are affecting support for education. These changes include, for example, family breakdown, farm stress, rural depopulation, and resistance to tax increases. These circumstances can make it more difficult to sustain positive relationships as the more immediate needs of people and communities take precedence over education.

The state of parent and community involvement described above cannot be taken as a generalized picture of all schools or communities across the province. Nevertheless, the Subcommittee believes that the findings should be addressed by the educational partners in a concerted way. As reflected in research and Saskatchewan's school improvement model, parent and community involvement is a key element necessary for school reform and student achievement. This involvement needs to be nurtured, particularly as the educational community proceeds with the implementation of changes which will only be successful if they are widely supported.

Recommendations

1. All schools in the province should develop strategies to expand parent and community involvement in education as one of the key elements of their school improvement plans. These strategies could build on existing structures by more effectively involving parent groups, local boards and advisory councils.

2. Strategies to improve parent and community involvement should promote active participation in setting school goals, introducing program changes and enhancing learning activities for students at home, in the community and during school hours. Partnerships should be the guiding concept rather than public relations.

3. The educational organizations should develop jointly an ongoing strategy for public involvement which would provide for the following:

    - the preparation of documents and other printed or audio visual materials to support new curricula and other initiatives. These documents would be for use by schools at the local level to communicate educational changes and involve parents and communities in the learning process of their children;
    - the development of various strategies to support parent and community involvement at the local level, such as forums or "inservice" for parents on new educational developments; and
    - the development of a regular process for discussing educational issues and the changes underway in Saskatchewan with major interest groups such as business and labour, social action groups and the media.

7. Monitoring Ongoing Progress

Directions recommended that procedures be put in place to improve student, teacher, program and system-wide evaluation. Feedback through evaluation was highlighted as a critical part of any effective change process and as a means to stimulate new solutions or improvements.

The development of the procedures envisioned by *Directions* was given added emphasis with *Evaluation in Education: Report of the Minister's Advisory Committee on Evaluation and Monitoring (1989).* Since the report's release, new policies and supports for teachers and schools have been made available, for example, the teacher handbook on student evaluation and the school-based program evaluation resource book. A curriculum evaluation program has also been developed and work is underway to create a system of indicators to assess the education system's ongoing effectiveness.

Despite these improvements, the Subcommittee found that its work was hampered by a lack of any monitoring or evaluation on a systematic basis at the provincial level. Although *Directions* was released almost a decade ago, there has been little attention focused on monitoring the implementation of recommendations as a collective set of changes which are intended to lead to benefits for students.

The lack of monitoring of progress and effectiveness in achieving the *Directions* recommendations and goals was mentioned by educators as a critical shortcoming. Without feedback, the *Directions* vision has not been continually renewed and revitalized in light of changing conditions. Further, there is little information that decision-makers can use to adjust their efforts or strategies for change. As well, the lack of system-wide monitoring makes it difficult to communicate with the public and sustain its support if results over several years cannot be demonstrated.

As change is implemented at the local level, the Subcommittee believes that similar issues arise. Systematic monitoring and evaluation are key factors in motivating school improvement and in supporting the involvement of teachers, principals and other administrators in collaborative problem-solving.

Educators are concerned about the "authenticity" and diagnostic value of any monitoring or evaluation systems which might be implemented to address the foregoing concerns. They want feedback mechanisms that can be used to pinpoint where improvements are needed and that reflect school programs and conditions in Saskatchewan. They believe that a variety of methods and approaches should be used to obtain valid information about the full range of goals which schools are attempting to achieve.

The Subcommittee hopes that its review will reinforce the need to develop systematic monitoring and evaluation procedures in conjunction with the renewal of a shared vision for education. A review of this nature should not be necessary in future years if systems are in place so that educators can learn continuously as change is implemented.

Recommendations

1. The development of a Saskatchewan Education Indicators Program should be given priority and implemented as soon as possible to track progress in achieving a renewed vision and goals for education.

2. School divisions should be encouraged and supported to develop their own local indicator systems which can provide consistent and valid feedback to schools and teachers. Saskatchewan Education should support pilot projects at the school division level as part of the provincial education indicators initiative.

3. The educational organizations should develop strategies to communicate the results of monitoring and evaluation at all levels to parents and the wider community. An annual report could be used to highlight progress and to reinforce the goals which are guiding educational policies and programs in schools.

APPENDIX

DIRECTIONS UPDATE

Better Prepare Students for the Future

Goals of Education

Recommendation 1:
That the proposed set of goals be adopted as the educational goals for Saskatchewan.

- The Goals of Education for Saskatchewan were formally adopted by all of the partners in education in 1984. The Goals were widely distributed to schools and communicated by educational organizations to their membership.

- The Goals reflect a student-centred philosophy that stresses the holistic development of children. They emphasize the inherent worth and value of each individual; the importance of developing the full potential of each person; and the need to enhance the ability of each individual to cope effectively in a changing physical, economic and social environment.

- Since 1984, the Goals of Education have provided the foundation and framework for all provincial policy and curriculum development within the education system. They continue to provide a shared vision for improvements in education across the province.

- At the local level, school divisions have developed goal statements which complement and support the Saskatchewan Goals of Education.

- Both universities have reviewed their teacher education programs and incorporated the philosophy and understandings which are represented by the Goals. They are emphasizing teaching strategies and processes which translate the Goals into actual practice.

Core Curriculum

Recommendation 2:
That the Minister finalize a policy for kindergarten through grade 12 within the proposed policy framework, including adoption of the concept of a K-12 Core Curriculum.

- A framework for a K-12 Core Curriculum was developed by the Core Curriculum Policy Advisory Committee in 1986. The committee's report *Program Policy Proposals* was widely distributed for consultation with the public and the educational community.

- The proposals outlined in *Program Policy Proposals* were modified as a result of the consultation process. *Policy Directions For a Core Curriculum* was approved by the Minister in 1987. This document outlined the major components of the province's new Core Curriculum.

- In September, 1988, *Core Curriculum: Plans for Implementation* was distributed to school divisions to begin the process of Core implementation.

- Saskatchewan Education has established Curriculum Advisory Committees for all of the major Core subject areas, as well as kindergarten. In concert with establishing the committees, curriculum development work was begun in all Core areas of study.

- A ten-year Core implementation schedule was developed in 1988. The time-line was later changed to twelve years to reflect more realistically the effort and resources required for implementation. All school divisions and administrators in the province have developed their own plans and strategies for implementing Core over the next several years.

- To date, two major initiatives have taken place within the Required Areas of Study: the introduction of the K-6 science program in 1990 and the K-5 arts education program in 1991. Elementary level English language arts and mathematics programs are ready for implementation in the fall of 1992.

- *Understanding The Common Essential Learnings: A Handbook For Teachers* was introduced in 1988, along with an inservice package delivered to all teachers. Implementation of the Common Essential Learnings has been supported by the SIDRU Summer Institute on CELSs and the STF Stewart Resource Centre CELs Clearinghouse Project.

- The STF Advisory Committee on Curriculum and Instruction has provided an ongoing forum for continuing review of curriculum issues. STF Special Subject Councils are another important forum for advancing the Core Curriculum.

- In 1989, the K-12/Post-Secondary Articulation Committee was established to review issues of mutual concern to K-12 and postsecondary educators. Core credit requirements and entrance requirements to postsecondary institutions have been an ongoing topic of concern. Work on resolving issues related to credit/entrance requirements was initiated with the "Bridging The Gap Symposium" held in 1990.

- The College and Faculty of Education at the universities have modified their entrance requirements and compulsory course policies to reflect Core. For example, both universities now require student teachers to take at least one course in arts education.

- The university preservice programs have also been revised to incorporate the Common Essential Learnings, the range of effective instructional strategies, and Saskatchewan's curriculum development model.

- University faculty members have been involved in development of the Core Curriculum through writing foundational papers, understanding research, and serving as expert advisors.

- The Saskatchewan School Trustees Association Research Program has provided support to graduate students and other researchers to undertake projects related to several aspects of the Core Curriculum.

- The Saskatchewan Federation of Home and School Associations encouraged parents to participate in Core Curriculum consultation meetings and, on an ongoing basis, provides its membership with information about Core implementation.

- *Time Out: Let's Talk About Teaching and Learning*, a symposium held in Saskatoon in March, 1992, provided an opportunity for members of the educational community to celebrate the successes in Saskatchewan schools and to discuss future directions in curriculum and instruction.

Ensure Quality Education in All Schools in Saskatchewan

Program Delivery

Recommendation 3:
That a variety of ways of delivering Core Curriculum and elective courses be made available to Saskatchewan schools.

- A Minister's Advisory Committee on K-12 Distance Education was established to make recommendations on the future role and needs of the Correspondence School.

- A Distance Education Needs Assessment Survey of all school divisions was conducted in 1991 to assist in identifying priorities for programming.

- The Correspondence School, in cooperation with school divisions and the Saskatchewan Communications Network (SCN), is conducting pilot projects involving new technologies in Interactive Televised Instruction and Teleconferencing.

- Faculty at both universities have participated in research and evaluation projects examining the use of computer technology in developing literacy skills.

- A number of school divisions have introduced innovative uses of computer and telecommunications technology to enhance resources and programs available to students.

School Improvement

Recommendation 4:
That a school environment improvement program be developed for use at the local level.

- The Saskatchewan School Improvement Program (SSIP) was developed in 1985-86 by a committee with representation from the partners in education.

- SSIP is an inservice education program which assists school staff to implement change. It is research-based and promotes teamwork and collaborative problem-solving. In 1990-91 a network of 105 schools in 47 school divisions were involved in SSIP.

- The Saskatchewan Educational Leadership Unit (SELU) at the University of Saskatchewan has offered school effectiveness programs to rural divisions, as well as school improvement projects. SELU assumed responsibility for SSIP in 1991.

- The Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association and the College and Faculty of Education all offer inservice programs at the local level which promote the importance of a positive, supportive school and classroom environment.

Resource Centre Services

Recommendation 5:
That a provincial policy and standards for resource centre services be formulated, along with a plan of action to improve the quality of resource centre services in the province.

- A school library needs assessment program was organized, and a needs assessment handbook, *School Library Needs Assessment*, was published by Saskatchewan Education in 1986.

- The Learning Resource Centre Advisory Committee presented its final report, *Libraries For Learning: Guidelines for Action* (1986).

- Saskatchewan Education adopted a policy for learning resource centres, *Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres* (1987).

- An implementation handbook, *Learning Resource Centres in Saskatchewan: A Guide For Development* (1988), was published. Inservice workshops were held to assist in planning library services at the local level.

- The Saskatchewan Teachers' Federation has made ongoing improvements to the Stewart Resource Centre, including computerization. The Centre provides support for teachers and school-based resource centres.

- The Saskatchewan School Library Association, a special subject council of the STF, won an international award for its publication *Resource-Based Learning and the Classroom Teacher*, a training program prepared to assist schools with resource-based learning.

- The College and Faculty of Education at both universities have developed new courses in resource-based learning. Resource-based learning has become an integral component of the teacher preservice programs.

Better Serve the Needs of Individual Learners

Effective Instruction

Recommendation 6:
That major educational organizations in the province be brought together to formulate guidelines for effective instruction and plan inservice education packages on instruction.

- The Saskatchewan Instructional Development and Research Unit (SIDRU) was established at the University of Regina. All members of the educational community are represented on the Unit's advisory board.

- SIDRU has worked cooperatively with the Saskatchewan Professional Development Unit to plan instructional inservice and materials. The two units have initiated an Instructional Strategies Series of booklets, which focus on teacher development of specific strategies.

- The Saskatchewan Teachers' Federation offers summer short courses each year, many of which address instructional issues. STF also provides continued support for an annual Summer Institute on the Common Essential Learnings.

- The Saskatchewan Teachers' Federation undertook in 1989-91 a *Study of Teaching* to identify successful and unsuccessful teaching from a teacher perspective. Inservice education workshops are being offered based on this study.

- Saskatchewan Education published *Instructional Approaches: A Framework For Professional Practice* (1991). Leadership teams from school divisions were trained to support implementation of the document, which was distributed to all teachers.

- A foundational document, *The Adaptive Dimension in Core Curriculum* (1992), has been prepared and distributed to all teachers.

- Several faculty from the education programs at both universities have been involved in preparing documents on effective instructional strategies within the Core Curriculum. Research activities at the universities have a strong emphasis on effective instruction and inservice delivery.

Evaluation

Recommendation 7:
That the Minister initiate a review of evaluation procedures in the province.

- The Minister's Advisory Committee on Evaluation and Monitoring was established and presented its report, *Evaluation in Education*, in 1989.
- To assist in follow-up to the report, four committees, with representation from the educational partners were established: Accreditation and Provincial Examinations, Program and Student Evaluation, Curriculum Assessment and Education Indicators.
- *Student Evaluation: A Teacher Handbook* (1991), was prepared with assistance from the Saskatchewan Instructional Development and Research Unit. An inservice package was made available to schools commencing in 1991-92.
- The *Saskatchewan School-Based Program Evaluation Resource Book* (1989) was developed, with assistance from the Saskatchewan Instructional Development and Research Unit, along with a companion inservice package for schools.
- New policies and procedures for Teacher Accreditation were adopted and came into effect in 1991.
- A Curriculum Evaluation Program was initiated in 1991 to support the evaluation phase of the curriculum development model. The Curriculum Evaluation Program is being put into effect as Core Curriculum implementation proceeds.
- An interagency committee was established to develop provincial and local indicators of the education system's ongoing effectiveness and examine ways to communicate progress in achieving the Goals of Education to various audiences.
- The new provincial student record computer system, implemented in 1990, was designed to improve information to support decision-making at all levels.

Support Services

Recommendation 8:
That steps be taken to improve delivery of support services to students and ensure that such services are co-ordinated at the local level.

- Many school divisions have expanded support services in areas such as a guidance counselling, peer counselling, drug and alcohol awareness, special education, alternative education programs, student retention, and school-community liaison. The Education Development Fund has been used extensively for programs of this nature.

- Saskatchewan Education and Social Services have cooperated with participating school divisions in the School-Based Family Support Program. The pilot project, initiated in 1989, places social workers in schools.

- The Saskatchewan Family Foundation, Social Services and Education have cooperated to address child hunger. School divisions and other agencies have used support from the departments for offering expanded services in Community Schools and other locations.

- The Minister's Advisory Committee on Student Retention was established in 1990 to examine strategies and support services to encourage students to stay in school. School divisions, Saskatchewan Education and the federal government have worked together to launch fifteen projects to improve student retention.

- The Saskatchewan Federation of Home and School Associations, along with other parent advisory groups, has promoted and distributed materials on a range of topics, including parenting, student retention, and drug and alcohol abuse.

- Both universities have redesigned and strengthened their programs in areas related to support services: education for exceptional children, counselling, substance abuse, family life and life skills.

- The Saskatchewan School Trustees Association has launched a major project on The Role of the School. The project involves examining the role of education, other agencies and the home in meeting the social needs of children.

- An Advisory Committee for Integrated School-Based Services for Children and Families has been established with representation from the educational partners and government departments that deliver services to children. The committee will identify options for the integration of services based on local needs.

Alternative Programs

Recommendation 9:
That policy guidelines be prepared for the development of alternative programs.

- A study of alternative education programs in Saskatchewan schools, including a survey of the types of programs delivered, was completed.
  The results of the survey were compiled and made available to educators in the document, *Alternative Programming in Saskatchewan Schools: Results of a 1988 Survey*.

- The educational partners collaborated on the development of a new policy and, in January, 1991, *Policy and Procedures, Locally Developed Alternative Education Programs*, was approved by Saskatchewan Education.

- The new policy guidelines ensure that alternative education programs will be developed within the philosophy of Core Curriculum, incorporating the Common Essential Learnings and the Adaptive Dimension.

- The development and implementation of alternative education programs receives support from all the partners:

  - University faculty members and SIDRU provided expertise during the development of policy related to the adaptive dimension.

  - The STF provided two seminars on Integration of Children with Special Needs, and held "Focus on the Classroom" workshops to discuss issues related to children with special needs.

- Many school divisions across Saskatchewan have implemented a range of alternative programs. It is estimated that over 200 programs are currently in operation.

Attend to the Unique Needs of Northern and Indian/Native Students

Policies and Procedures

Recommendation 10:
That the Minister initiate the formulation of policies and procedures to ensure that the unique needs of Northern and Indian/Native students are met.

- In response to this recommendation and the Five-Year Action Plan for Native Curriculum Development, the Indian and Métis Curriculum Advisory Committee was established in 1984 as an ongoing committee to advise on curriculum development.

- The committee was re-established in 1989 as the Indian and Métis Education Advisory Committee, with a broader mandate to advise on the development and implementation of improved programs for Indian and Métis students. The committee names representatives to all relevant curriculum advisory committees.

- The *Indian and Métis Education Policy from Kindergarten to Grade 12* was developed in consultation with all the partners, and approved in 1989. The policy provides a framework for the development and implementation of education programs for and about Indian and Métis peoples in Saskatchewan.

- The department's Indian and Métis Education Branch, and its Indian and Métis curriculum development team, develop and integrate Indian and Métis content and perspectives into all new curricula. Curriculum resource materials are also identified and developed.

- **Native Studies 20 and 30 courses and grades 4 to 6 Indian Languages curriculum were developed and made available to schools.**

- **In 1989, the *Northern Education Task Force Report* made recommendations based on wide consultation with residents of northern Saskatchewan. As a result, a number of programs in areas such as student retention, high school re-entry, guidance, distance education, science literacy and student awards, have been initiated.**

- **Collaborative planning processes have been established among the educational partners in northern Saskatchewan to engender mutual ownership for the development and implementation of programs and services appropriate for northern residents.**

- **Preservice education for teachers has been modified to promote an understanding of aboriginal issues and to include practicum experience with Indian and Métis students.**

- **The universities have provided faculty members for teacher education programs designed for Indian and Métis and northern students: NORTEP, SUNTEP, ITEP, SIFC and YNTEP (Yukon). Enrollment in these programs has steadily increased.**

- **Educational organizations have established internal mechanisms to enhance dialogue and collaboration on aboriginal issues:**

  - **SSTA Indian and Métis Education Council;**
  - **University of Saskatchewan Aboriginal Teacher Education Advisory Committee;**
  - **University of Regina Aboriginal Education Committee; and**
  - **STF Advisory Committees on Teacher Education and Certification, and Curriculum and Instruction.**

- **Initiatives to increase awareness of broader cross-cultural issues have been undertaken:**

  - **University of Saskatchewan Native Studies Department established;**
  - **STF Affirmative Action Policy adopted; and**
  - **STF prepared "Professional Perspective," a monograph on racism.**

- **The Saskatchewan Human Rights Commission called on school divisions with a 5% or higher student population of Aboriginal ancestry to develop education equity plans. Currently 19 boards have developed education equity plans that are approved by the Human Rights Commission.**

Provide More Efficient Planning Strategies

Curriculum Development Model

Recommendation 11:
That all functions of the proposed curriculum development model be adopted for immediate use.

- The proposed curriculum development model, which includes evaluation, program design, implementation and maintenance phases, has been adopted and is supported by all the educational partners.

- The model provides for increased field participation in curriculum design and evaluation, and is supported at the local level. K-12 Curriculum Advisory Committees have been established in all the required areas of study, with representation from all the partners.

- The educational community discusses and monitors the implementation of Core Curriculum and the Common Essential Learnings through a number of forums, such as the CELSs Summer Institute, the STF Curriculum and Instruction Advisory Committee, and local teacher professional development committees.

- The universities have modified graduate courses in teacher education to include an examination of the Saskatchewan model and offer students a practicum in curriculum development.

Inservice Education

Recommendation 12:
That action be taken to increase the effectiveness of inservice education in the province.

- The Saskatchewan Professional Development Unit (SPDU) was established in 1987 for the purpose of enhancing effective inservice for the members of the teaching profession of Saskatchewan.

- The Unit receives broad support from the educational community and is given policy direction by an interagency management board which includes representatives of the major educational organizations.

- Many school divisions and teachers have benefitted from the consultative and training services provided by SPDU. The 10-day program "Planning for Effective Professional Development," which is also available in shorter modules, has been provided to several school divisions as well as on a province-wide basis.

- School-based workshops, the Inservice Clearing House and a number of documents on staff development and inservice have also been made available through the Unit.

- The Saskatchewan Instructional Development and Research Unit (SIDRU) acts as a resource unit to school divisions and teachers for inservice in instruction and evaluation.

- The teaching profession maintains an active role through local Professional Development Committees. The STF annually provides to committee chairpersons training related to effective inservice planning and implementation. The STF staff also provide teacher inservice workshops.

Collaborative Planning at the School Level

Recommendation 13:
That collaborative planning procedures be developed for use at the school division level.

- The Saskatchewan School Improvement Program (SSIP), established in 1985, has developed collaborative planning and problem-solving procedures for use at the local level.

- The concept of collaborative planning is emphasized in teacher education programs. The universities have modified the content of some courses to include the theory of collaborative planning, and to provide students with practical experiences in planning and problem solving.

- The STF promotes collaborative planning through school-based inservice provided to schools upon request. Professional development staff meet annually with Regional Curriculum Co-ordinators to discuss implementation plans and inservice requirements.

- The SSTA promotes collaborative planning by school divisions at the local level.

Ensure Effective Leadership

Roles and Functions

Recommendation 14:
That leadership roles and functions be defined, and that skill training be provided at all levels of the system in order to meet changing needs.

- The Saskatchewan Educational Leadership Unit (SELU) was established within the College of Education at the University of Saskatchewan. An interagency management advisory board guides the policies and practices of the Unit.

- SELU develops and delivers programs which enhance leadership skills at all levels of the school system:

  - A six-day program on developmental supervision which includes modules on the CELs and instructional strategies;

  - Planning studies and school audits which include an assessment of the implementation of CELs;

  - Beginning in 1991, delivery of the Saskatchewan School Improvement Program;

  - A number of research reports have been published related to leadership roles and functions.

- The STF offers an Administrative Leadership Development Program for in-school administrators, and has developed a Womens' Leadership Development Program. The STF also assists leadership training through a summer seminar for local association leaders, and inservice provided through special subject councils.

- SIDRU, operating within the University of Regina, provides leadership in developing instructional skills and strategies.

- Instructional Strategies booklets and workshops developed by SIDRU and SPDU, support teachers as educational leaders.

- Saskatchewan Education promotes a "leadership team" model for implementation of Core Curriculum at the local level.

- The universities have revised graduate programs in Educational Administration to meet leadership needs for Saskatchewan schools. To accommodate school personnel, courses are more readily available on weekends and through distance education.

- The number of graduates from Masters and PG. D. programs in Educational Administration has increased, as has the number of women in administrative programs.

- In 1991, a new LEADS Act was passed to give the League greater control over membership and the authority to ensure high professional standards among educational administrators.

- During its annual convention, LEADS provides seminars for its members which focus on key leadership issues.

Facilitate Change and Improvement in The Education System

Successful Change Procedures

Recommendation 15:
That all those involved with the implementation of this report attend to what is known about successful change procedures.

- The Directions Coordinating Council was established in 1984 to plan implementation of the *Directions* recommendations. An interagency group comprised of all the education partners, the Council engendered mutual ownership for the recommendations and their implementation.

- The K-12 Education Program Policy Advisory Committee (EPPAC), established in 1987 as the Educational Policies Committee, continues to provide a forum for the educational partners to share concerns, address issues and provide leadership for implementation of the *Directions* recommendations.

- All of the partners have supported collaborative planning and decision-making. Implementations plans have been developed in consultation with the local level, and provide flexibility to accommodate local needs.

- The organizations have promoted a positive support system for change among their membership and the public at large.

Department Action

Recommendation 16:
That the Minister, with the Department of Education, assume the responsibility of providing leadership for the implementation of this report.

- **The *Directions* report continues to provide the framework for Saskatchewan Education's planning process in K-12 education. It guides the department's priorities in policy development and commitment of resources.**

- **The universities, STF, SSTA, LEADS and the Federation of Home and School Associations continue to provide support for change and improvement in education, and to monitor progress in implementation.**

- **"Directions - A Canadian Conference on Curriculum," was jointly organized and convened in 1985 to celebrate *Directions* and draw on external expertise to support implementation.**

- **"Time Out - Let's Talk About Teaching and Learning," a jointly sponsored symposium held in Saskatoon in March of 1992, provided an opportunity to discuss future directions in education.**